

Microteach 1 Sample Lesson Plan – Direct Teach for Secondary Students

Name:

Grade Level: 12

Subject: Sociology

Unit Title: Interpersonal Communication

Lesson Title: [1 pt.] Stages of Relationships

Estimated Time: [1 pt.] 45 minutes

Standard/s (Sunshine State, Next Generation Sunshine State, Core Curriculum): [2 pts.]

HE.912.C.1.2: Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.

Learning Goal/Target/Objective: [3 pts.]

12th grade sociology students will identify the ten developmental stages of relationships.

Essential/Guiding Question(s): [3 pts.]

How will knowledge of the development stages of relationships help you to become more effective communicator overall?

Content: [3 pts.]

- I. Interpersonal communication
 - a. Occurs/begins whenever two people have face-to-face interaction.
 - b. Where the first stage of relationships takes place.
 - c. Providing the right amount of self-disclosure during interaction will improve overall interpersonal communication.
- II. 10 developmental stages: *Knapp's Stages of Relational Development*
 - a. Initiating
 - b. Experimenting
 - c. Intensifying
 - d. Integrating
 - e. Bonding
 - f. Differentiating
 - g. Circumscribing
 - h. Stagnating
 - i. Avoiding
 - j. Terminating
- III. Growing Together Period
 - a. Initiating: Meeting the other person and coming together. This stage can be very brief.
 - b. Experimenting: Joking and hinting with the other person about where the relationship is heading... Or taking the DIRECT approach and asking exactly where it is going.
 - c. Intensifying: Developing things in common
 - d. Integrating: Lives develop structure
 - e. Bonding: Special commitment such as marriage

IV. Growing Apart Period

- a. Differentiating: Reestablishing Individuality
- b. Circumscribing: Distant & Tension sets in... lack of effort
- c. Stagnating: Superficial Routine... going through the motions
- d. Avoiding: Fighting and finding ways to get away from each other... working late...etc.
- e. Terminating: Breaking it off and letting go

Key Vocabulary: [2 pts.]

Initiating, experimenting, intensifying, integrating, bonding, differentiating, circumscribing, stagnating, avoiding, terminating

Procedures: [14 pts.]

Activate prior knowledge/Anticipatory Set/Hook:

By a show of hands, how many of you have a close friendly relationship with one of your peers? How many of you are in a relationship, or know someone who is?

Input:

Ask the students, "What does interpersonal communication mean to you?"

Tell the students that all relationships have been through at least one of the 10 developmental stages.

Present the poster board with a graphic organizer of the stages on it. The names of the stages are accompanied by photos of individuals depicting each stage. **(ESOL STRATEGY FOR EDITH: ACCOMPANYING TEXT WITH ILLUSTRATIVE PHOTOS.)** After defining a specific stage, dramatize at least one example of a scenario where a relationship is in that particular stage. **(ESOL STRATEGY FOR EDGAR: DRAMATIZATION.)**

Ask the students if they know of any relationships (friends, family, on TV...etc.) that are currently in any of these stages, or have been through any of them.

Also point out that relationships can go back a stage(s), or skip a stage(s). Make sure they understand that the specific order may vary depending on the situation.

Provide examples of relationships that skip steps and don't follow the conventional order.

Modeling:

On a doc camera, present the class with a scenario. Read the scenario to the class.

Model how to determine the relationship stage the scenario represents, by highlighting in the scenario attributes that are representative of the stage.

Check for understanding:

On a doc camera, show and read to the class the following scenario: "A couple was once very close and they spent all their free time together. Eventually, they began to make excuses for why they haven't been

seeing much of each other as of late. On top of that, they begin to stay busy and search for ways to continuously get away from each other. According to the stages discussed, what stage would this relationship be in?" (Answer: Avoiding stage)

Give another scenario or two depending on how well they've picked up on the material throughout the lesson.

Guided practice:

Break the students up into groups and have each of them come up with their own scenario of a relationship. Once they've come up with one, have each group present it to the class in a "skit" format. **(ESOL STRATEGY FOR TASIR: ELABORATE IMPLICIT INFORMATION AND MAKE IT EXPLICIT.)** Ask the other groups who are watching to identify what stage the presented relationship is in.

After each scenario skit, ask the students questions such as:

What developmental stage was represented in the skit?

What were some of the individual's actions that made it clear as to what stage was being represented?

What developmental stage comes AFTER the stage represented in the skit?

What developmental stage comes BEFORE the stage represented in the skit?

*What stage is MOST LIKELY to come next, based off of the current actions during this stage? Why?

Independent practice:

Tell students to briefly describe five real and/or TV relationship scenarios and identify the correct stage(s) of each. They are to also provide evidence as to why they identified each scenario as being in a particular stage, referencing defining attributes of each stage.

Closure:

Referring to the graphic organizer, review the different stages of relational development. Ask students to state and/or dramatize different attributes of each stage.

Assessment/Evaluation: [3 pts.]

Formative Assessment: Students will correctly dramatize different attributes of each stage.

Summative Assessment: Given four relationship scenarios, the students will be able to identify which stage each relationship is in with 100% accuracy.

Materials/Resources: [2 pts.]

Graphic organizer poster, doc cam, computer console, projector system, projection screen

References: [1 pt.]

Furman, W., Brown, B.B., Feiring, C. (1999). The Development of Romantic Relationships in Adolescence

<http://www.uky.edu/~drlane/capstone/interpersonal/reldev.html>

<http://www.aligningaction.com/stages.htm>

Knapp, M.L. (1984). Interpersonal Communication and Human Relationships. Boston, MA: Allyn & Bacon

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.

When using this lesson with ELs it would be favorable to give them access to picture dictionaries to help with vocabulary, slower pacing of instruction, cooperative learning in pairs, and/or heterogeneous group interaction supported by assigned buddy—bilingual or monolingual. The graphic organizer will be provided in large print, braille, or electronic format according to students' needs. ESOL teacher will also be provided a copy of the graphic organizer before meeting with students requiring language instruction.